DOCUMENT RESUME

ED 209 389 UD 021 746

AUTHOR Walkup, Hugh; James, Jim
TITLE 1977-78 Desegregation Evaluation Third Interim Report. Report No. 78-5.
INSTITUTION Seattle Public Schools, Wash. Dept. of Management Information Services.
PUB DATE May 78
NOTE 26p.; Some tables may be marginally legible due to small size type.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Desegregation Effects; Elementary Secondary Education; *Enrollment Trends; *Magnet Schools; *Parent Attitudes; Racial Composition; *Racially Balanced Schools; *School Desegregation; Transfer Students; Voluntary Desegregation
IDENTIFIERS *Seattle Public Schools WA

ABSTRACT

Enrollment trends related to desegregation programs in Seattle, Washington were charted, and parents were surveyed in 1978 on their enrollment plans, educational priorities, and opinions of school district policy. Trends in ethnic composition of schools indicated that voluntary or magnet programs have contributed to reductions in racial imbalance, especially at the elementary level. Responses to the parents survey revealed that 2,700 to 3,500 of the approximately 4,400 students currently enrolled in magnet programs will continue in these programs in 1978-79. (An additional 1,400 to 2,000 racial transfer students will remain in their present schools.) The majority of parents surveyed expressed satisfaction with almost all aspects of Seattle School District policy. Parents showed most concern about the need for schools to pay attention to individual needs and talents. Parents also stated that they realized that they relied on school based sources for information about district policies. (Author/APM)

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1977-78 DESEGREGATION EVALUATION THIRD INTERIM REPORT

REPORT NO. 78-5
MAY 1978

HUGH WALKUP
JIM JAMES

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1977-78 DESEGREGATION EVALUATION
THIRD INTERIM REPORT

REPORT NO. 78-5
MAY 1978

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ABSTRACT

This report presents enrollment trends related to desegregation programs and discusses results of a survey mailed to 10,700 parents during February 1978.

Comparisons with previous enrollment data indicate that Magnet programs have contributed to reductions in racial imbalance, particularly at the elementary level. Responses to a parent survey indicate that 2,700 to 3,500 of the approximately 4,400 students currently enrolled in Magnet programs will continue in those programs in 1978-79. An additional 1,400 to 2,000 racial transfer students will remain in their present schools. A majority of surveyed parents expressed satisfaction with almost all aspects of District performance. Parents indicated highest priority and concern for attention to unique individual needs and talents. Parents of Magnet students, particularly Horizon students, expressed higher levels of satisfaction with all aspects of District performance than did other parents. Most parents indicated that they rely on multiple or school-based sources for information about District policies.

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CHAPTER I

INTRODUCTION AND CONCLUSIONS

The 1977-78 Desegregation Evaluation Third Interim Report is submitted in accordance with the Seattle Public Schools' 1977-78 Desegregation Evaluation Plan (Document Number 77-15).

Magnet programs were implemented during the 1977-78 school year to complement continuing racial transfer programs in reducing racial imbalance. Comparisons of enrollment data discussed in Chapter II of this report indicate that in the absence of Magnet programs the District would have experienced more rapid enrollment decline in the 26 racially imbalanced schools, coupled with increases in the level of racial imbalance in those schools. Racial imbalance declined in the 15 racially imbalanced schools with Magnet programs and increased in the remaining 11 racially imbalanced schools with no Magnet program between January 1977 and April 1978. Magnet programs appear to have been considerably more successful in reducing racial imbalance at the elementary level than at the secondary. Since the Seattle Plan places greater reliance on voluntary movement at the secondary level until new elementary feeder patterns totally impact the secondary schools in 1980-81, it is recommended that the District closely monitor ethnic balances and transfer patterns in secondary schools and be prepared to make further interventions in student enrollment patterns if necessary.

Projections based on survey return information discussed in Chapter III indicate that 2,700 to 3,500 of the approximately 4,400 students currently enrolled in Magnet programs will elect to continue in those programs in 1978-79. An additional 1,400 to 2,000 racial transfer students will elect to remain in their present schools.

Parent rankings of 17 aspects of their children's education discussed in Chapter IV reveal 8 aspects of considerable importance to parents: curriculum content, intellectual stimulation, method of instruction, staff quality, attention to individual instruction needs, academic expectations, school climate, and active encouragement of interests and talents. Parents of students in different programs, while almost unanimously endorsing these eight items as most important, differed in the relative ordering of the items. These differences in ordering, which reflect the different objectives of the various programs, support the need for a diversity of educational options to meet the diverse priorities and needs of parents and students. A majority of parents responding to the survey indicated satisfaction with District performance in all surveyed aspects of their children's education, except attention to individual instruction needs. Parents of students in Magnet and racial transfer programs expressed considerably more satisfaction with District performance than did parents of regular program students. The relative levels of satisfaction and dissatisfaction compared with parent rankings yield a facsimile District needs assessment. Parents overall expressed considerably more dissatisfaction with District performance in three of the eight most highly ranked items: "attention

to individual instruction needs," "intellectual stimulation," and "active encouragement of interests and talents." The relatively higher levels of satisfaction with these items expressed by parents of Magnet students in general and Horizon students in particular, coupled with these students' higher indicated retention rates and the contributions of these programs to reduced enrollment declines and racial imbalance, indicate that elements of the Magnet concept and the Horizon model might be profitably considered for bringing to the general curriculum an increased focus on unique individual student needs and talents.

Most parents responding to the survey indicated that they relied on multiple sources of information for learning about the effects of District policies on their children's education. The data discussed in Chapter V indicate that a multi-media information system which focuses on school-based information sources will be most effective in keeping parents informed of District policies and activities.

Chapters II through V are narrative data summaries which highlight major findings. Readers interested in detailed data are referred to tabular data summaries included in appendices to this report or to detailed tables maintained in the Evaluation Office.

CHAPTER II

REDUCTIONS IN RACIAL IMBALANCE

Question 2.1.a: "To what extent does the difference between current and past enrollment frequencies in each ethnic group per school indicate reduction in racial imbalance as defined in School Board Resolution 1977-8?"

Trends in Ethnic Composition

Appendix A shows the percentage of minority students in each of the 26 racially imbalanced schools, and the changes these percentages represent since the beginning of second semester 1978 (column 2), the beginning of school in 1977 (3), and the middle of the 1976-77 school year (4). Column 5 of the table shows the percentage change in total school enrollment since the middle of the 1976-77 school year for each of the racially imbalanced schools.

The percentage of minority students has declined in 16 of the 26 imbalanced schools since January 1977. During the same period the percentage of minority students in all racially imbalanced schools declined from 76.5% to 72.7% while the percentage of minority students in the District increased from 32.4% to 35.7%. Since September 1977, the proportion of minority students in racially imbalanced schools increased slightly, but not as rapidly as in the District as a whole.

In the 15 racially imbalanced schools which have Magnet programs, the percentage of minority students declined by 5.7 percentage points since January 1977, while it actually increased by eight-tenths of one percentage point in the 11 racially imbalanced schools without Magnet programs.

Racial imbalance in elementary schools with Magnet programs declined 9.8 percentage points. In secondary schools with Magnet programs it declined only 2.[illegible] percentage points. This disparity mirrors the lower participation in secondary Magnet programs reported previously. Reasons for this disparity may include fewer attractive Magnet options at the secondary level, saturation of potential student transfers at the secondary level by previous racial transfer programs (particularly among minority students), the existing diversity of options within secondary schools, the greater importance attached to peer and school identification by secondary students, and reduced parent influence over student choices as students mature.

Trends in Enrollment

Changes in the racial composition of the District are closely related to changes in total enrollment. District enrollment has consistently declined by 300 to 350 students per month. Black student enrollment has declined slightly (by 190 students over the past year), while Asian-American and Hispanic student enrollment has increased slightly. The net effect of these changes is a higher proportion of minority students despite no appreciable change in the number of minority students.*

Enrollment in racially imbalanced schools declined by only 79 students (0.5%) since 1976-77. However, enrollment in the 15 racially imbalanced schools with Magnet programs increased 2.8%, while enrollment in the eleven racially imbalanced schools without Magnet programs declined 8.9%, a higher rate than in the District as a whole. This higher rate is only partly attributable to Magnet and Voluntary Racial Transfer programs which attracted minority students to other schools, since majority students left these schools at a higher rate than did minority students.

Conclusions

These comparisons indicate that in the absence of Magnet programs, the District would have experienced more rapid enrollment decline in the 26 racially imbalanced schools, coupled with increases in the level of racial imbalance in those schools. Magnet programs appear to have been considerably more successful in reducing racial imbalance at the elementary level than at the secondary. Since The Seattle Plan places greater reliance on voluntary movement at the secondary level until new elementary feeder patterns totally impact the secondary schools in 1980-81, it is possible that the elimination of racial imbalance in all secondary schools may not occur by 1979-80, as required by School Board Resolution 1977-8. It is recommended that the District monitor this situation very closely and be prepared to make further interventions in student enrollment patterns if necessary.

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*On April 10, 1978, the District had 4,426 fewer students, 4,522 fewer majority students and 96 more minority students than on January 15, 1977.

CHAPTER III

PARENTS' ENROLLMENT PLANS FOR 1978-79

In February-March 1978 the Evaluation Office surveyed parents of students enrolled in Magnet or racial transfer programs, and parents of other students enrolled in elementary schools with add-on Magnets (subsequently referred to as "regular program students").* The purpose of the survey was to assess enrollment plans for Fall 1978, satisfaction with District performance, the relative importance to parents of different aspects of children's education, and sources of information about District desegregation plans (Questions 2.1.e, 2.1.g, and 2.1.h, as modified, in the Seattle Public Schools' 1977-78 Desegregation Evaluation Plan (Document Number 77-15)). The texts of these Questions introduce the chapter discussions of the pertinent portions of the survey.

> Question 2.1.e: "To what extent do students/parents eligible for program continuation under 'grandfather' provisions intend to continue in their current programs?"

The Parent/Student Surveys (Appendix D) asked parents to indicate their enrollment plans for Fall 1978 by marking a check where appropriate in the list of enrollment options available to them. Tabulations of parent responses and projections based on those tabulations are reported below. Tables from which these analyses and projections were drawn are available on request from the Evaluation Office.

Figures below do not include any adjustment for enrollment attrition, which has been five to seven percent Districtwide for each of the past several years. The wide range of some projections is due to the low return rate and the ambiguity of some responses. These projections, while representing the best information currently available, should be used with caution.

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*Copies of the Parent/Student Surveys are attached in Appendix D of this report. Form M was mailed to the 4,722 parents of all kindergarten through eleventh grade (K-11) students in Magnet programs, including students in Total School Magnets who had not applied for the Magnet program in which they were participating. Form T was mailed to the 2,813 parents of all K-11 students participating in Mandatory Racial Transfer and non-Magnet Voluntary Racial Transfer programs. Form R was mailed to the 3,397 parents of "regular program students." Of the 10,932 surveys mailed on February 17, 1978, 2,620 (24%) were returned by March 13. Return rates were slightly higher (30%) from parents of Magnet program students.

Magnet Students

Of the 4,722 Form M surveys mailed to all parents of K-11 students attending Magnet programs, 1,429 (30.1%) were returned by March 13, 1978. Parents of Magnet students were asked to indicate their plans for Fall 1978 from among three options: (1) continue enrollment in the Magnet program, (2) continue in the Magnet program only if it remains in its present location, and (3) enroll in the school which students from their residence area would attend. Seventy percent (1,001) of Magnet parents returning the survey checked one of these three options.

Continue in Magnet program: Of those returning Form M, 23.9% plan to continue in their Magnet program, wherever it is located. Of those who returned Form M and who indicated plans for Fall 1978 (checked one of the three options), 33.5% plan to continue in their Magnet program in any location.

Continue only in present location: Of those returning Form M, 32.6% plan to continue in their Magnet program only if it remains at its present school site. Of those who indicated plans for Fall 1978, 45.6% plan to continue in their Magnet program at its present location.

Enroll in residence area assigned school: Of those returning Form M, 14.7% plan to enroll in the school which students in their residence area would attend next Fall. Of those who indicated plans for Fall 1978, 20.9% plan to enroll in their assigned residence area school.

Projected Magnet student enrollment activity. Eleven hundred (1,100) to sixteen hundred (1,600) Magnet students will remain enrolled in their Magnet program even if it is located in a different school. An additional 1,600 to 2,100 students will remain in their Magnet program only if it remains in its present location. In the two discontinued Magnet programs* few parents indicated intent to remain in the Magnet wherever it is located (Coe Multi-Arts, 15.0%; Leschi Science/Math/Health, 6.7%). Consequently, between 2,700 and 3,500 students, total, will remain in continuing Magnet programs. Ten to thirteen Coe students will request a "grandfather" transfer to continue in the Magnet program. Three to five Leschi students will request a "grandfather" transfer to continue in the Magnet program.

In the 28 individual schools with continuing Magnet programs, percentages of returns indicating continued enrollment ranged from 30.5% at Dearborn Park and 36.4% at Queen Anne to 73.9% at Rainier Beach and 71.4% at Broadview.

Of the 11 different Magnet programs, most of which are located at two or more schools, the secondary Business Administration Magnets had the lowest percentage of returns indicating continued enrollment (40.9%). Secondary Horizon Magnets had the highest (65.4%).

At the elementary level, percentages of returns indicating continued enrollment ranged from 49.4% for Open Concept Total School Magnets to 67.1% in Multi-Arts add-on Magnets.

Of the returns from the K-12 Magnet, 67.8% indicated continued enrollment there in Fall 1978.

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*Administrative Update, Seattle Public Schools, Vol. 1, No. 5, March 9, 1978

Racial Transfer Students Not Enrolled in Magnet Programs

Of the 2,813 Form T surveys mailed to all parents of Mandatory Racial Transfer and Voluntary Racial Transfer students in grades K through 11 not enrolled in Magnet programs, 519 (18.5%) were returned by March 13, 1978. These parents were asked whether they plan to have their students remain enrolled as a racial transfer or to enroll them in the school which students in their residence area would attend in Fall 1978. Sixty-two percent (323) of the parents of racial transfer students returning the survey checked one of these two options.

Continue in racial transfer program: Of those returning Form T, 47.9% plan to continue in their racial transfer program. Of those who indicated plans for Fall 1978, 75.5% plan to continue.

Enroll in residence area assigned school: Of those returning Form T, 15.5% plan to enroll in the school which students in their residence area would attend. Of those indicating plans for Fall 1978, 24.5% plan to enroll in their assigned residence area school.

Projected racial transfer student enrollment activity. Between 1,400 and 2,000 racial transfer students will elect to remain in their present school. Between 500 and 700 racial transfer students will enroll in their assigned residence area schools in Fall 1978.

"Regular Program Students"

Of the 3,397 Form R surveys mailed to all parents of non-Magnet, non-VRT students enrolled in elementary schools with add-on Magnet programs, 671 (19.8%) were returned. These parents were asked, "Do you plan to apply for a Magnet or Voluntary Racial Transfer program?" Of those returning Form R, 14.8% checked "yes" and 74.8% checked "no."

From these responses it is projected that 500 to 800 non-Magnet students enrolled in elementary schools with add-on Magnets will apply for Magnet or Voluntary Racial Transfer programs.

CHAPTER IV

PARENTS' PRIORITIES AND SATISFACTION

Question 2.1.g: "To what extent do parents and students feel satisfied that the District is performing adequately in the following areas:

Curriculum content
Method of instruction
Academic expectations
Intellectual stimulation
Allocation of instruction time
Freedom to pursue individual interests and talents
Attention to individual instruction needs
Active encouragement of interests and talents
Staff quality
Number of staff
Instructional materials
Information and orientation for parents
Encouragement of and provision for parent involvement
Transportation
Multiethnic/multicultural awareness
Non-academic discipline
School climate

"What relative importance do students and parents attach to each of the above areas in determining a quality education?"

These seventeen "aspects of your child's education" were rated by parents responding to the survey for satisfaction with District performance and then ranked in order of importance "to a quality education for your child." Parent/student importance rankings of these seventeen items will be discussed first to provide a context for discussion of parent/student satisfaction ratings.

Parent/Student Importance Rankings

The average importance ranking for the seventeen items was 4.12 on a scale from one (most important) to five (fifth most important). Six items received importance rankings above* the overall average:

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*"Above" here means ranked more important than average.

1. Curriculum content: what is taught (2.29)
2. Intellectual stimulation: challenge to learn (2.48)
3. Method of instruction: how it is taught (3.00)
4. Staff quality: doing a good job (3.29)
5. Attention to individual instruction needs (3.76)
6. Academic expectations: performance standards (3.97)

Two additional items were ranked only slightly below the mean:

7. School climate: how student feels about school (4.13)
8. Active encouragement of interests and talents (4.15)

The remaining nine items received overall mean rankings between 4.62 and 4.95, substantially below the mean.

The items listed above were all ranked as the eight most important by parents of students in each ethnic group and each transfer status, whether Magnet students or not. Differences among these groups in the relative order of importance of these eight items will be discussed below. However, the uniform endorsement of these eight items and the general agreement on their order far outweigh the differences.

Importance rankings by ethnicity. Parents of students from each ethnic group ranked these eight items differently:

Items (in overall ranked order)		Ranked Order by Ethnic Group*		
		Asian	Black	White
Curriculum content	1	1	1	2
Intellectual stimulation	2	3	3	1
Method of instruction	3	2	2	4
Staff quality	4	4	5	3
Attention to individual	5	6	4	5
Academic expectations	6	5	7	6
School climate	7	8	6	7
Active encouragement	8	7	8	8

The major differences among ethnic groups, taking into account the size of the differences among ranked means, occur in the first four ranks. Parents of White students ranked "Intellectual stimulation" first, then "Curriculum content" second, and "Staff quality" third. Parents of Black and Asian students ranked "Curriculum content" first, "Method of instruction" second, and "Intellectual stimulation " third. The fourth ranked items were: Asian, "Staff quality"; Black, "Attention to individual instruction needs"; and White, "Method of instruction."

*Returns from parents of Hispanic and Native American students were too few to accurately compute mean ranks. However, they generally paralleled Asian-American and Black parents' mean ranks.

Importance rankings of Magnet parents. Parents of Magnet students as a group ranked the first eight items in the same general order as did parents of White students, above. However, within the Magnet group there were differences by ethnic group, paralleling those listed above, and differences by the transfer status of the student:

Items (with Magnet ranked order)		Ranked Order by Transfer Status		
		Voluntary Racial Transfer	Non-Racial Transfer	Regular Attendance Boundary
Curriculum content	2	2	2	1
Intellectual stimulation	1	1	1	2
Method of instruction	3	4	3	3
Staff quality	4	3	5	4
Attention to individual	5	5	4	6
Academic expectations	6	7	7	5
School climate	8	8	8	8
Active encouragement	7	6	6	7

In every Magnet program except K-12 Alternative no item other than these eight was ranked above the mean. K-12 parents ranked "Freedom to pursue interests and talents" eighth and "Academic expectations" ninth. Some differences among Magnet programs did appear in parent rankings of the first four items. The relative ranks for each Magnet program of the four items ranked most important by all parents are listed in Appendix B. These differences in relative ordering, which reflect the different objectives of the various programs, support the need for a diversity of educational options to meet the diverse priorities and needs of parents and students. However, differences in the relative orderings of these items are not nearly as significant as the almost uniform endorsement of the eight items ranked most important overall, especially when the small sample size from most Magnet programs is considered.

Parent/Student Satisfaction

The survey form requested that parents indicate whether they were satisfied with the District's performance in each of the same seventeen aspects of their child's education. Parents could check "yes," "partly," or "no." A majority of parents responded "yes," they were satisfied with District performance, to each item except "Attention to individual instruction needs." Sixty percent or more of the parents returning the survey expressed satisfaction with:

Curriculum content	(70%)
Multiethnic/Multicultural awareness	(68%)
School climate	(66%)
Encouragement of parent involvement	(65%)
Staff quality	(62%)
Transportation: safety and dependability	(62%)
Information and orientation for parents	(61%)
Method of instruction	(60%)

Items to which 10% or more of parents expressed dissatisfaction with District performance were:

Staff quality	(13%)
Attention to individual instruction needs	(13%)
Active encouragement of interests and talents	(12%)
Non-academic discipline	(11%)
Intellectual stimulation	(10%)
Academic expectations	(10%)

Parents of "Regular program students" expressed considerably more dissatisfaction with District performance than did parents of students in Magnet or racial transfer programs. Items to which 10% or more of these parents expressed dissatisfaction were:

Active encouragement of interests and talents	(20%)
Attention to individual instruction needs	(19%)
Staff quantity	(18%)
Intellectual stimulation	(15%)
Non-academic discipline	(14%)
Academic expectations	(14%)
Information and orientation for parents	(13%)

Four items received more than 10% dissatisfied responses from parents of non-Magnet racial transfer students:

Staff quantity	(11%)
Non-academic discipline	(11%)
Active encouragement of interests and talents	(11%)
Attention to individual instruction needs	(10%)

Parents of students in all Magnet programs combined gave 10% or more dissatisfied responses to only 2 items:

Staff quantity	(11%)
Attention to individual instruction needs	(11%)

There was considerable variability in degree of satisfaction and areas of dissatisfaction expressed by parents of students in different Magnet programs. Horizon, Open Concept, Early Childhood, and Multi-Opportunity Magnet parents expressed the most satisfaction (and least dissatisfaction) with the education their children were receiving. Parents of students in high school Sciences, Humanities, and elementary and junior high Science/Math Magnet programs expressed the most dissatisfaction (and least satisfaction). Items to which 10% or more of the parents in any Magnet program expressed dissatisfaction are listed in Appendix C, followed by the Magnet programs and percentage of parents (if 10% or above) in that program who expressed dissatisfaction.

Rankings and Satisfaction Compared

Comparing the rankings and the satisfaction ratings produces a facsimile District needs assessment from parents. Three of the eight aspects of children's education ranked most important by parents received relatively fewer satisfied responses and considerably more not satisfied responses than did other items (listed

in order of expressed dissatisfaction): "Attention to individual instruction needs," "Intellectual stimulation: challenge to learn," and "Active encouragement of individual interests and talents." "Academic expectations: performance standards" were also of concern, particularly to parents of Black and White students.

Three other items, which were not among the eight ranked most important, generated some concern from parents. "Staff quantity: enough to do the job" was of particular concern to parents of Black, Magnet and racial transfer program students. Parents of Asian-American students expressed considerable concern about "Non-academic discipline: behavior standards." "Freedom to pursue interests and talents" was of some concern to parents of Black and White students.

Responses to the Parent/Student Surveys indicate that a majority of parents are satisfied with District performance in the aspects of their children's education surveyed. The content of the curriculum, the quality of the instructional staff, the method of instruction, and the "climate" of the schools, all ranked as important to a quality education for children, received relatively satisfactory ratings from parents. Most parents were responding that they were relatively satisfied with the operation of the District.

However, parents also responded that there were several aspects of their children's education important to them which were less well served by the District. These aspects concerned the treatment of students as individuals with unique strengths and weaknesses: attention to individual instruction needs, intellectual stimulation, and active encouragement of interests and talents were among the highest ranked aspects of children's education, yet received the highest degree of expressed dissatisfaction with District performance.

Parents of regular program students expressed considerably more dissatisfaction with District performance than did parents of racial transfer or Magnet program students. Parents of Magnet students, particularly those in Total School Magnets and Horizon programs, expressed the highest levels of satisfaction and lowest levels of dissatisfaction of any parent group. This may be due in part to the probably higher level of involvement in their children's education among parents who actively participated in deciding which program their children would attend. However, this higher level of satisfaction may also represent the encouragement of parent involvement afforded by optional programs and the higher probability of those programs meeting the diverse needs and priorities of students and parents.

Given the high application rate for Horizon programs, the higher than average indicated return rate to Horizon programs, and the considerably higher level of Horizon parent satisfaction with aspects of their children's education which are of concern to many parents, elements of the Horizon model (particularly those which focus on unique individual needs and talents) might be profitably investigated for inclusion into the general curriculum. Perhaps parents are saying that they view their children as unique, "gifted" or "exceptional" in some way, and would prefer that the District treat them so.

CHAPTER V

PARENTS' SOURCES OF INFORMATION

Question 2.1.h: "Which types and sources of information were identified by parents as most useful in learning about District desegregation programs ?"

"What source of information do you most rely on for learning about the effects of School District policies on your child's education?" was asked on all three forms of the survey, followed by nine options.

Most responses indicated multiple sources of information. Of the 850 returns indicating a single source:

26.1% checked "newspaper"
17.3% checked "school handouts"
17.3% checked "mailed brochures"
16.4% checked "principal or teachers"
14.7% checked "school meetings"
4.3% checked "TV"
2.9% checked "community meetings"
1.0% checked "radio"

There were no significant differences among different ethnic groups, sexes, programs, or transfer status in responses to this question.

Of those parents who indicated a single source of information, approximately two-thirds checked a school-based information source (school meetings, principal, teachers, handouts, or brochures). However, the large number of multiple responses to this question and the lack of unanimity regarding information sources suggest that a multi-media information system will be most successful in keeping parents informed of District policies and activities.

APPENDIX A

ENROLLMENT CHANGES IN RACIALLY IMBALANCED SCHOOLS

School	Percent Minority as of 4/10/78	Change in Percent Minority			Percent Change in Total Enrollment Since 1/15/77
		Since 2/3/78	Since 10/1/77	Since 1/15/77	
Colman	91.9[B]	+ .5	+ .7	-2.8	-20.8
Van Asselt	88.0[B]	- .4	-1.0	+4.4	-22.3
Beacon Hill	84.1[A]	- .1	-1.5	-2.9	+ .5
Brighton	84.1	+ .2	+ .2	+3.3	+ 7.3
Dunlap	81.4[B]	+1.2	+4.5	+4.4	-18.8
Gatzert[M]	81.4	+ .3	-3.6	-7.8	-17.8
Columbia	81.1[B]	-1.3	+1.3	+6.8	- 4.5
Minor[M]	80.5[B]	- .2	-2.3	-10.3	-22.5
Franklin[M]	79.2	- .9	+1.8	+ .9	-10.2
Dearborn Park[M]	78.8	+ .5	- .5	-3.7	-10.7
Leschi[M]	77.6[B]	+ .2	0	-18.4	+13.5
Wing Luke[M]	76.8	+ .3	+ .1	-7.3	+17.2
Sharples	76.4	+ .4	+1.2	+1.1	- 5.1
Cleveland[M]	76.0[A]	0	+1.2	+3.2	-12.9
Hawthorne	74.9[B]	- .3	- .6	+1.2	-23.9
High Point	74.9	+ .5	+ .5	+4.9	+ 2.6
Mercer[M]	74.2	- .1	+ .9	-4.9	- 2.2
Kimball[M]	70.1	- .3	- .4	-8.2	+13.9
Graham Hill	67.1	- .7	-1.8	+1.5	- 5.0
Muir[M]	66.5[B]	+ .1	+2.1	-6.4	+13.7
Garfield[M]	65.1[B]	+ .3	- .4	-7.4	- 8.5
South Shore[M]	61.3	- .1	-1.2	-8.1	- 4.7
Rainier View	59.0	+ .9	+3.8	(+10.0)*	- 8.5
Whitworth[M]	58.8	+ .3	- .1	-9.6	+23.4
Rainier Beach	57.0	+ .2	+1.9	-4.2	-14.6
M. L. King[M]	56.5	- .1	+ .5	-7.9	+ 3.5
Racially Imbalanced Schools	72.7	+ .2	+ .6	-3.8	- .5
District	35.1	+ .3	+ .9	+2.7	- 7.2

B Black students constituted over 50% of school enrollment.

A Asian-American students constituted over 50% of school enrollment.

M Magnet program locations.

* Rainier View became racially imbalanced later in the 1976-77 school year.

APPENDIX B

RANKED ORDER OF THE FIRST EIGHT ITEMS BY PARENTS OF STUDENTS IN EACH MAGNET PROGRAM

Items (in overall ranked order)	Magnet Program											
	Alt. K-12	Bus. Adm.	Early Childhd.	Horizon	Human-ities	Indiv. Reading	Multi-Arts	Open Concept	Sci/Math Health	Garfield Sciences	Stevens Programs	All Programs
Curriculum content: what is taught.	3	4*	4	2	1*	1*	1	1	1	2	3	2
Intellectual stimulation: challenge to learn	1	5	1	1	1*	4	2	3	2	1	1	1
Method of instruction: how it is taught	2	2*	5	4	4*	1*	3	4	3	3	2	3
Staff quality: doing a good job	4	1	2	3	6	5	4	2	4	4	4	4
Attention to individual instruction needs	7	8	3	5	3	3	6	5	5	6*	6	5
Academic expectations: performance standards	9	4	7	6	4*	8	8	7	6	5	8	6
School climate: how student feels about school	6	7*	6	8	7*	6	7	6	7	8	7	8
Active encouragement of interests and talents	5	7*	8	7	7*	7	5	8	8	6*	5	7
(Number of respondents)	(62)	(14)	(36)	(258)	(8)	(22)	(112)	(40)	(88)	(44)	(66)	(750)

Please note: These are generated mean rankings. Parents within each program differed considerably in their individual rankings. These mean rankings should be interpreted with caution, particularly in those programs with fewer than 30 respondents.

*Tied rankings

APPENDIX C

ASPECTS OF EDUCATION WITH WHICH 10% OR MORE OF PARENTS IN A MAGNET PROGRAM WERE DISSATISFIED*

"Intellectual stimulation"	
Sciences (high school)	21%
Multi-Arts	15%
Science/Math	15%
Humanities	13%
"Method of instruction"	
Sciences (high school)	16%
Science/Math	10%
"Attention to individual instruction needs"	
Humanities	25%
Sciences (high school)	23%
Science/Math	21%
GAEOP	20%
Individualized Reading	18%
Multi-Arts	15%
Business Administration	14%
Multi-Opportunity	12%
Early Childhood	11%
"Academic expectations"	
Sciences (high school)	18%
GAEOP	14%
Multi-Opportunity	11%
Multi-Arts	11%
"School climate: how student feels about school"	
Science/Math	14%
Individualized Reading	14%
Humanities	13%
"Active encouragement of interests and talents"	
Multi-Opportunity	17%
Sciences (high school)	16%
Science/Math	15%
Business Administration	14%
Individualized Reading	14%
"Staff quantity: enough to do the job"	
GAEOP	26%
K-12 Alternative	21%
Business Administration	14%
Individualized Reading	14%
Multi-Arts	13%
Open Concept	10%

"Instruction time priorities: how time is spent"
- Humanities 13%
- Sciences (high school) 11%

"Non-Academic discipline: behavior standards"
- Science/Math 19%
- Sciences (high school) 18%
- Business Administration 14%
- Multi-Arts 13%

"Freedom to pursue interests and talents"
- Humanities 13%
- Multi-Opportunity 13%
- Science/Math 10%

"Multiethnic/multicultural awareness"
- GAEOP 14%

"Quality of materials: books, supplies, etc."
- K-12 Alternative 23%
- Business Administration 14%
- Individualized Reading 14%
- Sciences (high school) 14%
- Humanities 13%
- Multi-Arts 11%
- Science/Math 10%

"Transportation: safety and dependability"
- K-12 Alternative 18%
- Business Administration 14%
- Individualized Reading 14%
- Humanities 13%

"Encouragement of parent involvement"
- Humanities 25%
- Business Administration 14%
- Individualized Reading 14%
- Sciences (high school) 11%

"Information and orientation for parents"
- Multi-Arts 23%
- Individualized Reading 23%
- Business Administration 14%
- Sciences (high school) 14%
- Humanities 13%
- Horizon 11%

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*Fewer than 30 surveys were returned by parents from Humanities (8), Business Administration (14), and Individualized Reading (22) Magnets. Consequently, percentages reported for these programs may be artificially inflated and should be interpreted with caution.

PARENT/STUDENT SURVEY

NOTE: YOUR ANSWERS TO THESE QUESTIONS WILL HELP US MAKE BETTER CHOICES AND DECISIONS ABOUT PROGRAMS WE CAN OFFER NEXT YEAR. NEITHER PARENT NOR STUDENT WILL BE INDIVIDUALLY IDENTIFIED WITH THIS ANSWER SHEET. THE NUMBER ON THIS SHEET WILL BE USED TO IDENTIFY THE SCHOOL AND PROGRAM YOUR STUDENT ATTENDS. YOUR ANSWERS WILL NOT AFFECT YOUR CHOICES FOR NEXT YEAR.

At this time do you plan to: (please check one)

9 ____remain enrolled in your Magnet program next year, even if it is located in a different school?

10 ____remain enrolled in your Magnet program, only if it remains in your present school?

11 ____enroll in the school which students in your residence area would attend?

Do you plan to apply for a Magnet or Voluntary Racial Transfer program?

12 ____yes (1) ____no (2) If yes, which one?_____

What source of information do you most rely on for learning about the effects of School District policies on your child's educational programs?

13
(1)____radio
(2)____TV
(3)____newspapers
(4)____community meetings
(5)____school meetings
(6)____principal or teachers
(7)____school handouts
(8)____mailed brochures
(9)____other:_____

Listed below are several aspects of your child's education. For each one, please check whether you are satisfied with what is being provided for your child by Seattle Public Schools. (The "order of importance" boxes are for use in the next question.)

Are you satisfied with:

	yes	partly	no		order of importance	
14				Curriculum content: what is taught		31
15				Method of instruction: how it is taught		32
16				Academic expectations: performance standards		33
17				Intellectual stimulation: challenge to learn		34
18				Instruction time priorities: how time is spent		35
19				Attention to individual instruction needs		36
20				Active encouragement of interests and talents		37
21				Freedom to pursue interests and talents		38
22				Multiethnic/multicultural awareness		39
23				Staff quality: doing a good job		40
24				Staff quantity: enough to do the job		41
25				Quality of materials: books, supplies, etc.		42
26				School climate: how student feels about school		43
27				Non-academic discipline: behavior standards		44
28				Transportation: safety and dependability		45
29				Information and orientation for parents		46
30				Encouragement of parent involvement		47
	(1)	(2)	(3)			

Next please rank (1,2,3,4,5) the five areas above which are most important to a quality education for your child. (Mark "1" for most important, "2" for second, etc., in the box labeled "order of importance.")

COMMENTS: Please list on the back of this page other areas which are important to a quality education for your child.

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PARENT/STUDENT SURVEY

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At this time do you plan to: (please check one)

9 _____remain enrolled as a racial transfer?

11 _____enroll in the school which students in your residence area would attend?

Do you plan to apply for a Magnet or Voluntary Racial Transfer program?

12 _____yes (1) _____no (2) If yes, which one?_____

What source of information do you most rely on for learning about the effects of School District policies on your child's educational programs?

13
(1)____radio
(2)____TV
(3)____newspapers
(4)____community meetings
(5)____school meetings
(6)____principal or teachers
(7)____school handouts
(8)____mailed brochures
(9)____other:_____

Listed below are several aspects of your child's education. For each one, please check whether you are satisfied with what is being provided for your child by Seattle Public Schools. (The "order of importance" boxes are for use in the next question.)

Are you satisfied with:

	yes	partly	no		order of importance	
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18				Instruction time priorities: how time is spent		35
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PARENT/STUDENT SURVEY

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12 Do you plan to apply for a Magnet or Voluntary Racial Transfer program?

____yes (1) ____no (2) If yes, which one?_____

What source of information do you most rely on for learning about the effects of School District policies on your child's educational programs?

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(8)____mailed brochures
(9)____other:_____

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